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Abraham Lincoln as a man of letters. By Luther Emerson Robinson, A.M., professor of English, Monmouth college. (Chicago: Reilly and Britton company, 1918. 342 p. \$1.50 net)

Mr. Robinson's book consists of two parts, a study of the development of Lincoln's character, intellect, and style, following the writings in chronological order; and an anthology, each selection from the speeches being preceded by a paragraph of explanation and criticism. With the exception of the communication of 1832, the speeches are from 1854 and later. As illustrations of the preceding study it would seem desirable to give some brief specimens from the intermediate period, which is in such marked contrast to the final product. The earlier period is rather fully represented in the selections from the letters, though these might well have been supplemented by some of the more striking telegrams to generals in the field, especially the two dispatches to General Hooker. The fact that this class of writings is wholly confined to the civil war period adds to their interest. The selections close with the poems and two fragments on the study of law. A bibliographical note and an excellent index close the volume.

In his estimates of the separate writings and in his general conclusions, the author shows sanity and good judgment. While not attempting an original contribution, he has made discriminating use of the available material and very few errors have been noted. The statement about the source of the passage "You can fool all the people" is perhaps too decided and on page 172 occurs the apocryphal story of Everett's congratulating Lincoln after the Gettysburg address, undoubtedly suggested by Everett's note to Lincoln.

The most valuable single feature of the book is the attempt to connect Lincoln with the onward march of democracy, as shown in the following extract from the conclusion: "The world is discovering this as the genuine *American spirit*, made secure and prophetic by the remarkable personality and insight of Lincoln. This, chiefly, let us say, gives soul and permanence to the literature he has left us."

DANIEL KILHAM DODGE

Educational legislation and administration in the state of New York from 1777 to 1850. By Elsie Garland Hobson, head mistress of the Phebe Anna Thorne model school of Bryn Mawr college. (Chicago: University of Chicago press, 1918. 268 p. \$1.60)

One can not commend too highly the type of work in the history of education undertaken by the University of Chicago and represented in Miss Hobson's monograph. This is the first of a series of monographs the purpose of which, Mr. Jernegan points out, is to "supply, in part, the gap in our knowledge of educational legislation in different states"

by giving the text of the most important laws; to record every act or portion of an act bearing on education and to provide the information necessary for finding the text of the act; to analyze and make intelligible this legislation; and to present special types of legislation for the different states.

In the treatment of educational legislation in New York Miss Hobson makes a brief survey of "formative influences" and traces the development of the dual system of control to 1820. The subject then naturally differentiates into a consideration of secondary and higher education and of the common school system. There are chapters on special legislation for cities, school support, and education for special classes. Four valuable appendixes include a chronological list of academies, a list of acts granting support to academies, a list of educational societies, and a list of titles and dates of acts relative to education.

The author says that her work is "little more than a chronicle of legislation and an exposition of results." The limitations due to the character and scope of the work are obvious. It is manifestly impracticable to print any considerable number of the nine hundred and seventy-five laws listed; it is, however, greatly to be regretted that the most significant of these laws are not given in their actual and complete form. The extensive quotations and accurate summaries do not supply the need of the scholar for the complete document, especially where the different provisions of the act are taken up under the various topics to which they relate. The use of different type for quotations from laws and reports is a desideratum. The monograph, however, undoubtedly adds very largely to the knowledge of educational legislation, constitutes in its particular field a valuable history of education in New York, and is an important contribution to early American educational history.

Proceedings and collections of the Wyoming historical and geological society for the year 1918. Edited by Christopher Wren. (Wilkes-Barré, Pa.: Printed for the society, 1919. 335 p. \$4.00)

This is a volume for the antiquarian rather than for the historian. The pioneers of the Wyoming valley may find it pleasant reading and he who uses a sprinkling pot to irrigate genealogical trees may be rewarded with a few new shoots which otherwise would never have seen the light, but the historian will find little in it to pay him for the hours spent in perusal of the volume.

Only two portions of the book have distinct historical value. In the section entitled "Some early recollections," Mr. George R. Bedford has allowed himself to be reminiscent regarding his legal colleagues and conditions in the Wyoming valley before and during the civil war. Mr. Bedford's retentive memory has brought back vividly the manners and